

# How good is our school? The Child at the Centre

SELF-EVALUATION SERIES



## The Health Promoting School

# How good is our school?

## The Child at the Centre

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# How **good** is our **school**?

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## Part 1: Aim of this publication

### Introduction

This document is one of a series of guides to self-evaluation which builds on the advice given in the publications *How good is our school?* and *The Child at the Centre*. It also shows how the relevant *National Care Standards* can be applied when evaluating the effectiveness of your establishment as a health promoting school or centre.

The Scottish Executive Education Department has made a commitment that schools, working in partnership with local authorities, NHS boards and the wider community, should be health promoting. The support and encouragement of each local authority, NHS Board and local authority partner agencies is crucial in meeting this commitment. It is the responsibility of all these services and agencies to establish the framework within which necessary partnerships can be established and flourish.

Each council, in particular, has a key role in gaining the commitment of key partners and in laying the foundations for planning, implementation and evaluation within a number of contexts: councils, schools, communities and, other key agencies. These partnerships must be established at a strategic level with the local health and community health partnerships in particular, so that joint planning and activities at an operational level can be fully effective. Only by working with key partners, and by involving the community, will schools improve the effectiveness of their health promotion and help the nation meet its target of improving the health and well-being of all.

This commitment to partnership working also underpins the development of integrated community schools and learning communities, and is integral to the planning and delivery of integrated services for children within individual councils and communities.

Many pre-school centres are already introducing effective approaches to improving the health of children and their families. Staff in these centres may wish to take on board those aspects which develop the health promoting aspects of their own establishments.

The materials in this document are designed for:

- staff in schools and pre-school centres; and
- staff in councils, NHS Scotland and other agencies.

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The introductory publication to the series, *Planning for Improvement*, outlines how you can use the outcomes of self-evaluation to plan effectively for improvement. This guide can be used to support you in evaluating your effectiveness as a health promoting school or centre. It shows how you can select a cluster of quality indicators or performance indicators and national care standards that focus on key features which have a significant impact on the well-being and experience of the whole school community. The CD-ROM which accompanies this series of self-evaluation guides includes supplementary materials and links to other resources. These resources will be regularly updated to reflect ongoing developments in approaches to evaluating quality within integrated community schools and integrated services to children within communities and councils.

### Background

In 1999, the Scottish Executive Education Department published *A Route to Health Promotion* which was designed to help schools improve their approaches to promoting the health of their children and young people. In 2003, HM Inspectorate of Education [HMIE] issued *How good is our school? Two Health Issues: Education about Drugs and Education about Responsible Relationships and Sexuality. The Health Promoting School* provides a more extensive analysis to reflect the emerging national and international context. This new publication emphasises the importance of partnership working in enabling all those who are committed to improving the health of children and young people<sup>1</sup> and the school community<sup>2</sup> to make an effective contribution. The influence of parents and family on children's health is enormous and the role of the school and agencies in engaging families is a key to health improvement and action on sensitive aspects of health such as drugs and sex education. Effective schools are health promoting and work with their key partners to ensure that their practice consistently encourages health and well being. It also takes account of the agenda set out for Scottish education within *The Standards in Scotland's Schools etc. Act 2000* and in the five National Priorities for education. Although the National Priorities are aimed at schools, many pre-school centres will wish to improve their practice in the spirit of these priorities. The National Priorities have the overarching aim of helping all children and young people:

- to become confident, highly motivated and well-rounded adults;
- to play full roles as citizens in a modern democratic society;
- to develop the skills and aptitudes to work flexibly in the workplace;
- to embrace change throughout their future lives; and
- to seize the opportunities open to them regardless of their backgrounds.

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<sup>1</sup> The term 'children and young people' is used to cover all learners in pre-school, primary, special and secondary education, including those with additional support needs (ASN).

<sup>2</sup> The term 'school community' is used to include the community of both schools and pre-school centres.

NATIONAL PRIORITY	IMPLICATIONS FOR HEALTH PROMOTION
1. To raise standards of achievement for all in schools.	<ul style="list-style-type: none"> <li>Schools should take account of the links between achievement and healthy living and work with their partners in taking appropriate action against health-related barriers to achievement.</li> <li>Effective approaches to health education and promotion will assist schools in raising achievement for all.</li> </ul>
2. To establish effective teaching and learning environments.	<ul style="list-style-type: none"> <li>Schools should provide safe, supportive, accessible and well-resourced environments for all children and young people, staff and the wider community.</li> <li>Support and training should be provided for teachers, support staff, health professionals and other partner agencies, to help them establish 'educationally rich' environments in which children and young people can learn effectively.</li> </ul>
3. To promote equality and help every pupil benefit from education.	<ul style="list-style-type: none"> <li>All children and young people should have equal access to learning and teaching approaches which provide appropriate challenge, participation and support, and have a positive effect on physical, emotional and social health and well-being.</li> </ul>
4. To work with others to teach children and young people about respect and the duties and responsibilities of citizenship.	<ul style="list-style-type: none"> <li>The ethos of the school should provide a context for children and young people to develop decision-making skills and a sense of responsibility for their own health and that of others.</li> <li>Schools, professionals, other partner agencies and parents/carers should work together to develop the well-being of children and young people and their sense of respect and responsibility for self and others.</li> </ul>
5. To equip children and young people with the skills, attitudes and expectations necessary to prosper in a changing society.	<ul style="list-style-type: none"> <li>Staff in schools should help children and young people develop the skills and attitudes to enable them to make informed choices resulting in a healthier lifestyle.</li> <li>Staff should encourage an ethos in which positive attitudes to healthy life-long learning will flourish.</li> <li>Through learning to accept and share responsibility in school, children and young people are helped to become thoughtful and responsible adults who can play positive roles in the community.</li> </ul>

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### Children and young people in Scotland should be:

<b>Nurtured</b>	Children and young people should live within a supportive family environment, [with additional assistance if required], or, where this is not possible, within another caring setting, ensuring a positive, healthy and rewarding childhood experience.
<b>Healthy</b>	Children and young people should be assisted to have the best possible physical and mental health, with access to suitable healthcare and support for safe and healthy lifestyle choices.
<b>Safe</b>	Children and young people should be protected from abuse, neglect and harm by others at home, at school and in the community.
<b>Achieving</b>	Children and young people should have access to positive learning environments and opportunities to develop the skills, confidence and self esteem to fulfil their potential.
<b>Responsible</b>	Children and young people should be involved in decisions that affect them, should have their voices heard and should be encouraged to play an active and responsible role in their communities.
<b>Active</b>	Children and young people should have opportunities for recreation, including active leisure and participation in sport.
<b>Supported</b>	Children, young people and their families should have access to high quality services, when required, and should be assisted to overcome the social, educational, environmental and economic barriers that create inequality.

Source: *Guidance for Integrated Children's Services Plans 2005-08*,  
(Scottish Executive 2004).

The concept of a health promoting school has evolved both nationally and internationally over a number of years. In response to the development of the health promoting school in Scotland, the Scottish Health Promoting Schools Unit (SHPSU) has been set up to support schools and education authorities as they work towards being health promoting. Working with key partners in education and health at both national and local levels, SHPSU produced *Being Well – Doing Well: A Framework for Health Promoting Schools in Scotland* (Scottish Health Promoting Schools Unit, 2004).

*Being Well – Doing Well* is the first of a series of advisory papers which will offer national guidance on a number of key aspects related to the development of health promoting schools. Additional papers will be produced in conjunction with policy makers and practitioners.

- *Being Well – Doing Well* is aimed at all those who have a responsibility for planning and implementing policy and children's services in relation to health education and promotion, children's services and community development within:
  - councils, local authority education departments, schools, pre-school centres and communities; and
  - health promotion departments and other health partner agencies.
- It aims to provide a foundation for planning at school/centre and strategic council level based on a holistic view of education and health promotion.
- It takes account of recent Scottish and international developments.
- It complements related developments, for example, integrated community schools.

*Being Well – Doing Well* sets out the following values, main aims and key characteristics of health promoting schools.

Values	<ul style="list-style-type: none"><li>• Wisdom – that seeks understanding and takes action to bring about improvement.</li><li>• Justice – that provides equality, participation and fairness of treatment for all.</li><li>• Compassion – that ensures concern, care and respect for oneself and others.</li><li>• Integrity – that ensures honesty, responsibility and good judgement.</li></ul>
Aims	<ul style="list-style-type: none"><li>• To promote the physical, social, spiritual, mental and emotional health and well-being of all children and young people and staff.</li><li>• To work with others in identifying and meeting the health needs of the whole school and its wider community.</li></ul>
Key characteristics	<ul style="list-style-type: none"><li>• Leadership and management</li><li>• Ethos</li><li>• Partnership working</li><li>• Curriculum, learning and teaching</li><li>• Personal, social and health education programmes</li><li>• Environment, resources and facilities</li></ul>

This document provides you with guidance necessary to compare the performance of your school or centre against benchmarks of good practice in each of these key characteristics.

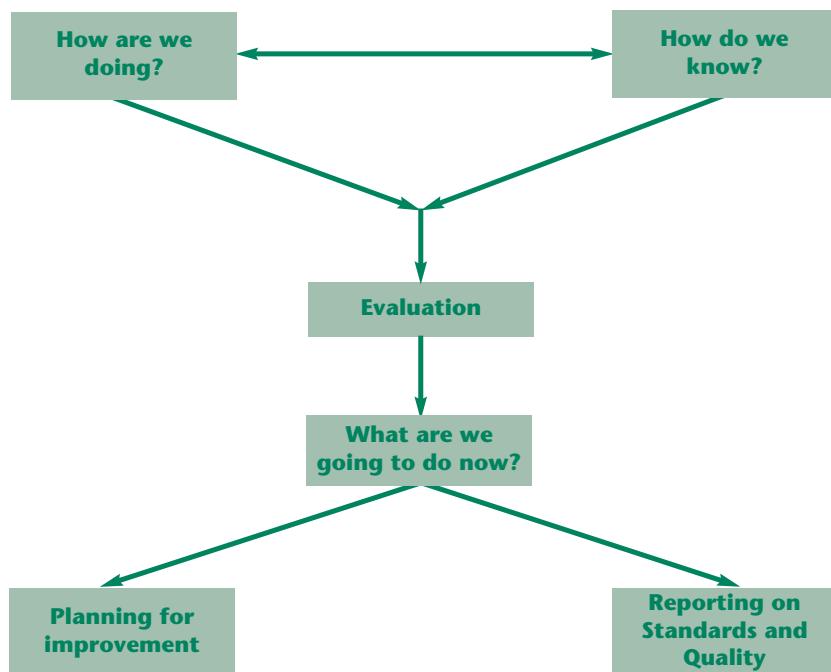
# How good is our school?

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### Part 2: How to use this document for self-evaluation

The framework adopts the principles of self-evaluation which underpin *How good is our school?* (HM Inspectorate of Education 2002) and *The Child at the Centre* (HM Inspectors of Schools 1999). This approach is designed to help you to:

- recognise key strengths in provision;
- identify areas where good quality needs to be maintained or where improvement is needed;
- identify priorities for your establishment's development plan; and
- report on standards and quality.



To help you evaluate the effectiveness of your school or pre-school centre in the area of health education and promotion, we have selected key clusters of quality indicators (QIs) for schools, and performance indicators (PIs) and care standards (CSs) for pre-school centres. Primary schools with nursery classes may wish to use QIs in conjunction with the CSs, supplementing these, if they wish, with PIs. The key thing is to use the measures which best help you capture the key features of your school or centre.

The key set of clusters of indicators, as listed on page 7, will help you take a broad look at key strengths and priorities for action. If you are more experienced in evaluating the quality of health education and health promotion and want to take a closer look at an aspect, at a later stage you may wish to draw upon additional QIs, PIs or CSs.

You can then use the evaluation and the evidence to plan for improvement and to report on the standards and quality of what you have found. Worked examples for schools and pre-school centres are given as illustrations at the end of the appropriate section, together with a section listing additional Sources of Support.

Your selection will help you to gather the evidence to evaluate:

- the extent to which there is effective leadership that takes a holistic view of health and focuses on improving the health and well-being of the whole school community;
- the effectiveness with which managers work with others to identify and meet the needs of the whole school community;
- how successful the whole school community is at promoting a sense of responsibility in individuals for their own actions, lifestyles and health behaviour;
- the level of commitment to partnership working and collective responsibility which involves children and young people, staff, parents/carers, the wider community and key agencies;
- the extent to which approaches to the personal and social development and health education of children and young people take account of their needs and the factors which influence their health, values and attitudes; and
- the extent to which there is a safe, supportive and well-resourced school environment for all children and young people and staff, that makes appropriate provision for all who have additional support needs.

If you are just starting to evaluate the quality of health education and promotion, you may prefer to begin with one or two QIs or PIs.

In schools you could, for instance, start with QI 4.2 *Personal and social development*, QI 4.8 *Links with local authority or other managing body, other schools, agencies and employers* and QI 7.4 *Leadership*.

In pre-school centres you could start with PI 4.2 *Coherence of care and education* or CS 6 *Each child or young person receives support from staff who respond to his or her individual needs*, PI 5.4 *Links with other centres, schools, agencies and the community* or CS 10 *You can be confident that the service keeps up links and works effectively with partner organisations* or PI 7.4 *Effectiveness of leadership*.

*The Health Promoting School* provides you with formats which you can use as they stand or adapt for your own school or pre-school centre. You can also download blank proforma from the HMIE website ([www.hmie.gov.uk](http://www.hmie.gov.uk)). Key questions have been identified for you for each QI, PI or CS.

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Use the next two pages alongside pages 15 and 16 of *How good is our school?* and pages 11 to 13 of *The Child at the Centre*.

**Note down the sources of evidence on which you are basing your evaluation in the boxes below.**



**People consulted:**



**Documentation and resources reviewed:**



**Direct observation undertaken:**



**Data analysed:**

**Fill in your record of the strengths and areas for improvement for each of the quality indicators using the grids on the following pages.**

**In the box below, note the overall evaluation for each of the quality indicators, national care standards or performance indicators using the 1-4 scale from How good is our school? and The Child at the Centre.**

<b>Key Characteristic from Being Well – Doing Well</b>	<b>QI from How good is our school?</b>	<b>National Care Standards</b>	<b>PI from The Child at the Centre</b>	<b>Overall Evaluation</b>
Curriculum, learning and teaching	1.2	CS 5	1.2	
	3.4	CS 4	3.3	
Personal, social and health education programmes	4.1	CS 6	4.1	
	4.2	CS 3	4.2	
			4.3	
Partnership working	4.8	CS 10	5.4	
Ethos	5.3	CS 8	5.2	
	5.4	CS 9	5.3	
Environment, resources and facilities	6.3	CS 11	6.1	
Leadership and management	7.4	CS 14	7.4	

**Go back over all the areas for improvement you have identified.**

**Decide which are your priorities for improvement.**

**Identify criteria for success by which to judge progress after you have taken action.**

**These priorities for improving the effectiveness of health promotion can now be included in your development plan.**

**Part 3: Self-evaluation for schools**

**How good is our school?**

**How good are we at health promotion?**

<b>Key Characteristic from Being Well – Doing Well</b>	<b>How good is our school? Q1</b>	<b>Overall Evaluation</b>
Curriculum, learning and teaching	1.2	
Personal, social and health education programmes	3.4	
Partnership working	4.1	
Ethos	4.2	
Environment, resources and facilities	4.8	
Leadership and management	5.3	
	5.4	
	6.3	
	7.4	

## Key Characteristic: Curriculum, learning and teaching – Schools

Quality indicators	Key questions	Evidence	
		Strengths	Areas for improvement
<b>Q1 1.2 Courses and programmes (applied to health courses and programmes)</b> Themes: • breadth, balance and choice • integration, continuity and progression • support and guidance for teachers (See sources of support for references to curriculum guidelines)	<ul style="list-style-type: none"> <li>How good is the guidance and support which you provide for teachers, support staff and partner agencies on aspects of health education and health promotion, including progression?</li> <li>To what extent are external agencies engaged in the planning, delivery, monitoring and evaluation of courses?</li> <li>To what extent do programmes help children and young people to consider issues such as:               <ul style="list-style-type: none"> <li>– respect and care for self and others and for the environment;</li> <li>– respect for individual differences;</li> <li>– responsible ways to express and deal with feelings; and</li> <li>– responsible ways to keep healthy and safe?</li> </ul> </li> </ul>		
<b>Q1 3.4 Meeting pupils' needs</b> Themes: • choice of tasks, activities and resources • provision for pupils with differing abilities and aptitudes • identification of learning needs	<ul style="list-style-type: none"> <li>To what extent are children and young people involved in discussing and identifying their learning needs for health?</li> <li>How good are the school and partner agencies at identifying what vulnerable children and young people need to learn about health, and at meeting those needs?</li> <li>To what extent do children and young people with additional support needs have co-ordinated support on health promotion to prepare them effectively for lifelong learning in the wider community?</li> <li>How effectively does the school ensure that children and young people learn to make health-related decisions in different contexts?</li> <li>To what extent do health education and health promotion take account of the beliefs, experiences and needs of young people from different social, ethnic, religious and cultural backgrounds</li> </ul>		

## Key Characteristics: Personal, social and health education programmes – Schools

Quality indicators	Key questions	Evidence	
		Strengths	Areas for improvement
<b>Q1.4.1 Pastoral care</b> Themes: <ul style="list-style-type: none"><li>• arrangements for ensuring the care and welfare of pupils</li><li>• provision for meeting the emotional, physical and social needs of individual pupils</li></ul>	<ul style="list-style-type: none"><li>• To what extent are your school's care and welfare policies and practice (including those relating to child protection) in line with local and national guidance?</li><li>• How successful are the school and its partners in promoting a sense of responsibility in individuals for their own health behaviours and those of others?</li><li>• How well does your provision meet the pastoral care needs of individual pupils?</li></ul>		
<b>Q1.4.2 Personal and social development</b> Themes: <ul style="list-style-type: none"><li>• planned approaches to promoting personal and social development</li><li>• children and young people's progress in developing positive attitudes and personal and social skills</li><li>• contribution of extra-curricular and other activities</li></ul>	<ul style="list-style-type: none"><li>• To what extent do programmes provide a sound basis for children and young people to explore the key issues that have a bearing on their health and well-being?</li><li>• To what extent do the extra-curricular opportunities provided by the school foster health and well-being?</li><li>• To what extent do planning and delivery of health education and health promotion programmes take into account local health and social issues as well as individual needs?</li></ul>		

## Key Characteristic: Partnership working – Schools

Quality indicators	Key questions	Evidence	
		Strengths	Areas for improvement
<b>Q1 4.8 Links with local authority or other managing body, other schools, agencies and employers</b> Themes: • links with the local authority or other managing body • links with other educational establishments • links with voluntary organisations, the wider community and employers • links with statutory organisations	<ul style="list-style-type: none"> <li>• To what extent have you worked with the education authority and other schools to explore health-related issues and to develop and share good practice?</li> <li>• What impact has your school's work with other schools had on local health initiatives and co-ordinated action?</li> <li>• To what extent are your partner services and agencies involved in contributing to, and implementing policies on health education and health promotion?</li> <li>• To what extent have you involved agencies, services and the wider community in helping to support activities related to health education and health promotion?</li> <li>• How effective are your partnerships in supporting all children, young people and staff?</li> </ul>		

## Key Characteristic: Ethos – Schools

Quality indicators	Key questions	Strengths Evidence Areas for improvement
Quality indicators	Key questions	Strengths Evidence Areas for improvement
<b>Q1 5.3 Equality and fairness</b> Themes: • sense of equality and fairness • ensuring equality and fairness	<ul style="list-style-type: none"> <li>How successful is the school in providing an ordered environment in which teachers feel able to teach, and children and young people feel able to learn responsibly about sensitive health issues and make healthy choices without disruption or intimidation?</li> <li>How good is the school at enabling children and young people to keep themselves and others healthy within an atmosphere of achievement, self-worth and enjoyment?</li> <li>How effective is the school at encouraging and enabling children, young people and staff to share concerns, and seek and access support and advice from appropriate members of the school community?</li> </ul>	
<b>Q1 5.4 Partnership with parents, the School Board and the community</b> Themes: • encouragement to parents to be involved in their child's learning and the life of the school • procedures for communicating with parents • information given to parents about the work of the school • links between the school and School Board • the school's role in the local community	<ul style="list-style-type: none"> <li>To what extent are families involved in their children's development and learning in relation to health and healthier lifestyles?</li> <li>To what extent are parents/carers and the wider community informed about and engaged in contributing to shaping and supporting the school's approaches to health education and promotion?</li> <li>How responsive is the school to the views and concerns of parents and carers in relation to health education and health promotion?</li> <li>What evidence is there of the school working with its community, including voluntary agencies, and adult support groups for pupils with additional support needs, to prepare pupils for healthy independent living after leaving school?</li> <li>How successful is your school at working with vulnerable families and helping them to access support services?</li> </ul>	

## **Key Characteristic: Environment, resources and facilities – Schools**

<b>Quality indicators</b>	<b>Key questions</b>	<b>Evidence</b>	
		<b>Strengths</b>	<b>Areas for improvement</b>
<b>QI 6.3 Organisation and the use of resources and space</b>  Themes: <ul style="list-style-type: none"><li>• organisation and accessibility</li><li>• use of resources</li><li>• display and presentation of items of interest</li></ul>	<ul style="list-style-type: none"> <li>• To what extent is the physical environment of the school accessible, attractive and conducive to promoting the health and well-being of all members of the school community?</li> <li>• How effective are arrangements for reviewing and up-dating health-related resources?</li> <li>• How good is the display and promotion of health-related messages?</li> <li>• How successful is the school at encouraging children and young people to choose healthy options?</li> <li>• How relevant and comprehensive is the information on health provided for children and young people and families, such as posters, leaflets and lists of local support services?</li> </ul>		

## Key Characteristic: Leadership and management – Schools

Quality indicators	Key questions	Evidence	
		Strengths	Areas for improvement
<b>Q1 7.4 Leadership</b> Themes: • leadership qualities • professional competence and commitment • relationships with people and development of teamwork	<ul style="list-style-type: none"> <li>• To what extent do school leaders take a holistic view of health and focus on improving the health and well-being of the whole school community?</li> <li>• How successful are the headteacher and senior management team at developing productive partnerships in relation to health education and health promotion, for example with the school nursing service?</li> <li>• To what extent have the headteacher and senior management team involved others, both inside and outside the school, in developing policies and a co-ordinated approach to health related aspects of the school plan?</li> <li>• To what extent are members of staff continuing to develop their professional skills and using them to improve health education and health promotion?</li> <li>• How effectively is the impact of the school's work on health promotion monitored and evaluated?</li> <li>• To what extent does the school demonstrate that it values healthy lifestyles for all its staff and pupils?</li> <li>• To what extent do staff in the school contribute and respond to health education and promotion issues within the school community?</li> </ul>		

## Worked exemplar for schools: Key Characteristic – Partnership working

Quality indicators	Key questions	Evidence
		Illustrations of strengths
<b>Q1.4.8 Links with local authority or other managing body, other schools, agencies and employers</b>	<ul style="list-style-type: none"> <li>To what extent have you worked with the education authority and other schools to explore health-related issues and to develop and share good practice?</li> <li>What impact has working with other schools had on local health initiatives and co-ordinated action?</li> <li>To what extent are your partner services and agencies involved in contributing to, and implementing policies on health education and health promotion?</li> <li>To what extent have you involved agencies, services and the wider community in helping to support activities related to health education and health promotion?</li> <li>How effective are your partnerships in supporting all children, young people and staff?</li> </ul>	<p>Joint working with relevant agencies in terms of continuous professional development (CPD), planning and joint health promoting approaches/activities/events/programmes. The cluster has an active health working group (HWG) and each school is actively involved. Meetings are minuted with agreed tasks and deadlines.</p> <p>Resources are shared across the cluster schools.</p> <p>HWG has representation from other agencies such as NHS, psychological services, social work, 'active schools co-ordinators', voluntary organisations, EA, as well as parents/carers and local community.</p> <p>Each school has a designated health co-ordinator.</p> <p>School Nutrition Action Group (SNAG) comprises multi-agency membership, parents/carers and children and young people.</p> <p>Health Education and Health Promotion feature in school and departmental plans.</p> <p>Health initiatives are monitored and evaluated regularly in terms of outcomes and process.</p> <p>All partners are actively involved in monitoring and evaluation procedures.</p> <p>Health priorities based on needs are identified through local profile.</p> <p>In collaboration with the school, the EA co-ordinates multi-agency contributions to education about drugs and sexual health.</p> <p>School nurses are informed and consulted about children about vulnerable young people and children with special needs.</p> <p>The school is committed to the tooth brushing programme of the Dental Health Service.</p> <p>The school has access to specialists such as a counsellor, dieticians and therapists supporting children and young people on joint home-school approaches to needs associated with diet, speech, exercise, sleep, behaviour and mental well-being.</p> <p>The school nursing service supports the identification of needs that inform the development of school/centre health plans and link to the community health planning priorities and process.</p> <p>Health professionals advise on health education and provide resources/training.</p> <p>Community education workers and 'active schools co-ordinators' are involved in developing a co-ordinated approach to health promotion and in promoting a range of healthy leisure activities.</p> <p>There are well-established contact officers in health, social work, community education and police services to provide advice for the school and establish onward referral arrangements as necessary.</p> <p>The school collaborates in multi-agency working to plan and deliver training and awareness raising with parents/carers and the local community.</p> <p>There is effective action to promote staff health at work.</p>

**Part 4: Self-evaluation for Pre-school centres  
The Child at the Centre  
How good is our Pre-school centre at health promotion?**

<b>Key Characteristic from Being Well – Doing Well</b>	<b>National Care Standards</b>	<b>PI from The Child at the Centre</b>	<b>Overall Evaluation</b>
Curriculum, learning and teaching	CS 5	1.2	
	CS 4	3.3	
Personal, social and health education programmes	CS 6	4.1	
	CS 3	4.2	
		4.3	
Partnership working	CS 10	5.4	
Ethos	CS 8	5.2	
	CS 9	5.3	
Environment, resources and facilities	CS 11	6.1	
Leadership and management	CS 14	7.4	

## Key Characteristic: Curriculum, learning and teaching – Pre-school centres

Care Standard and related PIs from The Child at the Centre	<b>Key questions</b> <ul style="list-style-type: none"> <li>How good is the guidance and support you provide for teachers, pre-school staff and partner agencies on aspects of health education and promotion, including progression?</li> <li>To what extent are external agencies engaged in the planning, delivery, monitoring and evaluation of programmes?</li> <li>To what extent do programmes help children to consider issues such as:           <ul style="list-style-type: none"> <li>– respect and care for self and others and for the environment;</li> <li>– respect for individual differences;</li> <li>– responsible ways to express and deal with feelings; and</li> <li>– responsible ways to keep healthy and safe?</li> </ul> </li> </ul> <p>(See sources of support for references to curriculum guidelines)</p>	<b>Evidence</b> <table border="1"> <thead> <tr> <th data-bbox="874 149 948 656">Strengths</th><th data-bbox="948 149 1352 656">Areas for improvement</th></tr> </thead> <tbody> <tr> <td data-bbox="874 656 948 1121"></td><td data-bbox="948 656 1352 1121"></td></tr> <tr> <td data-bbox="874 1121 948 1966"></td><td data-bbox="948 1121 1352 1966"></td></tr> </tbody> </table>	Strengths	Areas for improvement				
Strengths	Areas for improvement							
<b>CS 5 Each child or young person can experience and choose from a balanced range of experiences.</b> <b>PI 1.2 Quality of programmes</b> Themes: <ul style="list-style-type: none"> <li>links to national and local curriculum guidelines</li> <li>balance and relevance of learning experiences</li> <li>design and evaluation of programmes</li> <li>support and guidance for staff</li> </ul> <p>(See sources of support for references to curriculum guidelines)</p>	<ul style="list-style-type: none"> <li>How good is the guidance and support you provide for teachers, pre-school staff and partner agencies on aspects of health education and promotion, including progression?</li> <li>To what extent are external agencies engaged in the planning, delivery, monitoring and evaluation of programmes?</li> <li>To what extent do programmes help children to consider issues such as:           <ul style="list-style-type: none"> <li>– respect and care for self and others and for the environment;</li> <li>– respect for individual differences;</li> <li>– responsible ways to express and deal with feelings; and</li> <li>– responsible ways to keep healthy and safe?</li> </ul> </li> </ul> <p>(See sources of support for references to curriculum guidelines)</p>	<b>CS 4 Each child or young person will be supported by staff who interact effectively and enthusiastically with him or her.</b> <b>PI 3.3 Meeting children's needs</b> Themes: <ul style="list-style-type: none"> <li>choice of activities and resources</li> <li>pace of learning</li> <li>relevance of approaches for promoting development and learning</li> </ul>						

## Key Characteristics: Personal, social and health education programmes – Pre-school centres

Care Standard and related PIs from The Child at the Centre	Key questions	Evidence	
		Strengths	Areas for improvement
<p><b>CS 6 Each child or young person receives support from staff who respond to his or her individual needs.</b></p> <p><b>PI 4.1 Care routines</b></p> <p>Themes:</p> <ul style="list-style-type: none"> <li>• continuity of care</li> <li>• responsiveness of care routines</li> <li>• child protection</li> <li>• health, nutrition and safety</li> </ul> <p><b>PI 4.2 Coherence of care and education</b></p> <p>Themes:</p> <ul style="list-style-type: none"> <li>• pace and balance of the day</li> <li>• range of experiences and activities</li> </ul>	<ul style="list-style-type: none"> <li>• To what extent are your care and welfare policies and practice (including those for child protection) in line with local and national guidance?</li> <li>• How effective is your use of local information in planning and delivering provision to meet the needs of each child for health and well-being?</li> <li>• To what extent are your programmes in line with national and local authority advice?</li> <li>• How effective is your health education and promotion programme at developing personal and social skills?</li> </ul>		
<p><b>CS 3 Each child or young person will be nurtured by staff who will promote his or her general well-being, health, nutrition and safety.</b></p> <p><b>PI 4.3 Effectiveness of support for development and learning</b></p> <p>Themes:</p> <ul style="list-style-type: none"> <li>• provision of support for children and their families</li> <li>• quality of learning support programmes</li> <li>• children's progress</li> <li>• use of external guidance and support</li> </ul>	<ul style="list-style-type: none"> <li>• How effective is your staff team in taking account of local health and social issues when planning and delivering the health education and health promotion programmes?</li> <li>• How successful are you and your staff team in providing support for children and their families in relation to health education, care and health promotion?</li> <li>• How effectively do you and your staff team work with partner agencies, including medical services, therapists, educational psychologists and learning support staff, social workers and others as appropriate?</li> </ul>		

## **Key Characteristic: Partnership working – Pre-school centres**

<b>Care Standard and related PIs from The Child at the Centre</b>	<b>Key questions</b>	<b>Evidence</b>	
		<b>Strengths</b>	<b>Areas for improvement</b>
<p><b>CS 10 You can be confident that the service keeps up links and works effectively with partner organisations.</b></p> <p><b>PI 5.4 Links with other centres, schools, agencies and the community</b></p> <p>Themes:</p> <ul style="list-style-type: none"> <li>• range and effectiveness of contacts</li> <li>• links with the community</li> </ul>	<ul style="list-style-type: none"> <li>• To what extent have you worked with staff in schools and other local pre-school centres to explore health-related issues and to develop and share good practice?</li> <li>• To what extent are your partner services and agencies involved in contributing and implementing policies on health education and health promotion?</li> <li>• How successful have you been in involving partner agencies, services, for example the school nursing service, and the wider community in helping to support activities related to health education, care and health promotion?</li> <li>• To what extent have you used national guidance and local advice to develop your policies and procedures?</li> <li>• How successful are your partnerships in supporting all children?</li> </ul>		

## Key Characteristic: Ethos – Pre-school centres

Care Standard and related PIs from The Child at the Centre	Key questions	Strengths	Evidence Areas for improvement
<p><b>CS 8 You will be treated equally and fairly.</b></p> <p><b>PI 5.2 Equality and fairness</b></p> <p>Themes:</p> <ul style="list-style-type: none"> <li>• equality and fairness</li> <li>• social inclusion</li> </ul>	<ul style="list-style-type: none"> <li>• How good is the centre at helping children learn how to keep themselves healthy in an atmosphere of achievement, self-worth and enjoyment?</li> <li>• To what extent have all children, staff, parents/carers and partners been involved in making decisions about health issues the school?</li> <li>• How effective is your centre at developing an ethos and environment which encourages and enables children to share concerns, and seek support and advice from staff in the centre?</li> <li>• To what extent are children and staff with identified health needs able to access appropriate support?</li> </ul>		
<p><b>CS 9 You can be confident that the service contributes to the community and looks for opportunities to be involved in the community.</b></p> <p><b>PI 5.3 Partnership with parents</b></p> <p>Themes:</p> <ul style="list-style-type: none"> <li>• involvement of parents</li> <li>• responsiveness of the centre to parents' views and enquiries</li> <li>• communication with parents</li> </ul>	<ul style="list-style-type: none"> <li>• What contribution have parents/carers and the wider community made to shaping and supporting the centre's approaches to health education and promotion?</li> <li>• How responsive is your centre to parents/carers' views and concerns in relation to health education and health promotion?</li> <li>• How successful is your centre in encouraging parents/carers to share in the care of their children, particularly when the school or centre provides family support services?</li> <li>• How successful is your centre at working with vulnerable families and helping them to access support services?</li> </ul>		

## **Key Characteristic: Environment, resources and facilities – Preschool centres**

<b>Care Standard and related PIs from The Child at the Centre</b>	<b>Key questions</b>	<b>Evidence</b>	
		<b>Strengths</b>	<b>Areas for improvement</b>
<b>CS 11 Each child or young person has access to a sufficient and suitable range of resources.</b>	<ul style="list-style-type: none"> <li>• To what extent is the physical environment accessible, attractive and conducive to promoting the health and well-being of all members of the pre-school community?</li> <li>• How effective are arrangements for reviewing and up-dating health-related resources?</li> <li>• How good is the display and promotion of health-related messages?</li> <li>• How successful are you at encouraging children to choose healthy options?</li> </ul>		
<b>PI 6.1 Provision and use of accommodation and facilities</b>	<p>Themes:</p> <ul style="list-style-type: none"> <li>• the quality and safety of the accommodation</li> <li>• access</li> <li>• effective use of space</li> <li>• display</li> </ul>		

## Key Characteristic: Leadership and management – Pre-school centres

Care Standard and related PIs from The Child at the Centre	Key questions	Evidence	
		Strengths	Areas for improvement
<p><b>CS 14 You can be confident that you are using a service that is well managed.</b></p> <p><b>PI 7.4 Effectiveness of leadership</b></p> <p>Themes:</p> <ul style="list-style-type: none"> <li>• personal and professional competence and commitment</li> <li>• leadership qualities</li> <li>• relationships with people</li> <li>• the development of teamwork</li> </ul>	<ul style="list-style-type: none"> <li>• To what extent have centre leaders ensured the health and well-being of individual members of the school community?</li> <li>• How much inspiration, direction, and support in relation to health promotion, care and health education does the centre manager provide?</li> <li>• How successful is the centre manager in seeking out and developing productive partnerships in relation to health education, care and health promotion?</li> <li>• To what extent has the centre manager involved others, both inside and outside the establishment, in developing policies and a co-ordinated approach to those aspects of the school or centre plan related to health?</li> <li>• To what extent are key members of staff continuing to develop their professional skills and using them to improve health education, care and health promotion?</li> <li>• How successful is the centre team and multi-disciplinary teams at monitoring and evaluating the impact of the centre's health promotion including health care and health education?</li> </ul>		

## Worked exemplar for pre-school centres: Key Characteristic – Partnership working

Care Standard and related PIs from The Child at the Centre	Key questions	Evidence Illustrations of strengths
<p><b>CS 10 You can be confident that the service keeps up links and works effectively with partner organisations.</b></p> <p><b>PI 5.4 Links with other centres, schools, agencies and the community</b></p> <p>Themes:</p> <ul style="list-style-type: none"> <li>• range and effectiveness of contacts</li> <li>• links with the community</li> </ul>	<ul style="list-style-type: none"> <li>• To what extent have you worked with staff in schools and other local pre-school centres to explore health-related issues and to develop and share good practice?</li> <li>• To what extent are your partner services and agencies involved in contributing and implementing policies on health education and health promotion?</li> <li>• How successful have you been in involving partner agencies, services and the wider community in helping to support activities related to health education and health promotion?</li> <li>• To what extent have you used national guidance and local advice to develop your policies and procedures?</li> <li>• How successful are your partnerships in supporting all children?</li> </ul> <p>The nursery/centre participates in the local health education and health promotion network. The centre has a representative who attends the local primary school's health working group. There is a formally established health group which includes centre staff, health service staff, community representatives, 'active schools co-ordinators', parents/carers and voluntary organisations. The health group meets regularly to maintain and co-ordinate progress and identify the quality improvement agenda.</p> <p>The group plans multi-agency training with centre staff and voluntary organisations. Agreed approaches to health education, health care and health promotion feature in the centre plan for improvement.</p> <p>The centre is committed to the tooth brushing programme of the Dental Health Service. The centre has access to specialists such as counsellors, dieticians and therapists supporting children and young people on joint home-school approaches to problems associated with diet, speech, exercise, sleep and behaviour, including mental well-being.</p> <p>There are well-established contact officers in health, social work, community education, school nursing and police services to provide advice for the centre and establish onward referral arrangements as necessary.</p> <p>The school works collaboratively with the parents/carers, agencies and the local community developing a number of health promoting initiatives.</p> <p>Children are consulted about healthy living initiatives, for example, in 'circle time'.</p> <p>In collaboration with health workers the children plan and complete a collage on keeping healthy.</p> <p>The children "show and explain" the collage to parents/carers and invited guests.</p> <p>The centre participates in the EA health promotion roadshow.</p> <p>The centre collaborates in multi-agency working to plan and deliver training and awareness raising with parents/carers and the local community.</p> <p>The school nursing service supports the identification of needs that inform the development of school/centre health plans and link to the community health planning priorities and process.</p> <p>There is effective action to promote staff health at work.</p>	

### Part 5: Sources of support

#### **Publications, reports and circulars**

*Being Well – Doing Well: A Framework for Health Promoting Schools in Scotland.* (Scottish Health Promoting Schools Unit, 2004).

*Health Education – 5-14 National Guidelines* (Learning and Teaching Scotland, 2000). ISBN 1-85955-700-7.

*Improving Health in Scotland: The Challenge.* (The Scottish Executive, 2003). ISBN 0-7559-0607-1.

*Our National Health: A plan for action, a plan for change. Action Summary.* (The Scottish Executive, 2000) ISBN 1-84268-450-7.

*How good is our school? Two Health Issues: Education about Drugs and Education about Responsible Relationships and Sexuality* (HM Inspectorate of Education, 2003).

*Personal Support for Pupils in Scottish Schools* (HM Inspectorate of Education, 2004).

*A Scottish Framework for Nursing in Schools* (NHS Scotland, 2003).

*Hungry for Success: A Whole School Approach to School Meals* (The Scottish Executive, 2003)

#### **Websites**

[www.hmie.gov.uk](http://www.hmie.gov.uk) – HM Inspectorate of Education

[www.antibullying.net](http://www.antibullying.net) – Anti-Bullying Network

[www.healthpromotingschools.co.uk](http://www.healthpromotingschools.co.uk) – National Health Promoting Schools Website

[www.healthyliving.gov.uk](http://www.healthyliving.gov.uk) – The Scottish Executive

[www.healthscotland.com](http://www.healthscotland.com) – NHS Health Scotland (formerly HEBS and PHIS)

[www.LTScotland.org.uk](http://www.LTScotland.org.uk) – Learning and Teaching Scotland

[www.who.int](http://www.who.int) – World Health Organization

For a more comprehensive list of publications and websites, please see *Being Well – Doing Well*.

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